Science GE DOK Alignment Chart LIFE SCIENCE Grades 3-4 GE 30-36

DOK & NECAP Release Item Codes	GE Statement with Ceiling DOK	Science Concepts	Examples/Practice Items
Enduring Knowledge: All living organisms and their component cells have identifiable characteristics that allow for survival.			
DOK **2** **LS1(K-4)INQ + POC-2** **LS1(K-4)FAF-4** **LS3(K-4)SAE-7**	**S3-4:30** **(DOK 2)** **Students demonstrate their understanding of Structure and Function-Survival Requirements by…** · Explaining how the **physical structure /characteristic** of an organism allows it to **survive** and defend itself (e.g., The coloring of a fiddler crab allows it to **camouflage** itself in the sand and grasses of its environment so that it will be protected from **predators**. A rose is protected by its thorns).	Science Concept: a. Organisms have **physical characteristics** that help them to **survive** in their environment. These **structures** enable an organism to: – Defend itself, – Obtain food, – Reproduce, – Eliminate waste.	
DOK **2** **LS1(K-4)POC-3**	**S3-4:31** **(DOK 2)** **Students demonstrate their understanding of Reproduction by …** · Investigating and describing a variety of plant and animal **life cycles.**	Science Concept: a. Although all organisms have common stages of development, details of a **life cycle** are different for different organisms.	
S3-4:32 Not assessed at this grade level.			
S3-4:33 Not assessed at this grade level.			
Enduring Knowledge: Energy enters an ecosystem in the form of sunlight and flows through the system to each cell. Matter interacts, changes and recycles in an ecosystem. Populations of organisms survive by maintaining interdependent relationships with one another and by utilizing biotic and abiotic resources from the environment.			
DOK **1** **LS2(K-4)SAE-5**	**S3-4:34** **(DOK 1)** **Students demonstrate their understanding of Energy Flow in an Ecosystem by…** · Identifying the source of **energy** for the **survival** of organisms.	Science Concept: a. **Energy** derived from food is needed for all organisms (plants and animals) to stay alive and grow.	
DOK **1** **LS2(K-4)SAE-5** DOK **3** **LS2(K-4)SAE-6** **LS3(K-4)SAE-7**	**S3-4:35** **(DOK 3)** **Students demonstrate their understanding of Food Webs in an Ecosystem by…** · Recognizing that, in a simple **food chain,** all animals' food begins with plants. **AND** · Researching and designing a **habitat** and explaining how it meets the needs of the organisms that live there.	Science Concept: a. Food for animals can be traced back to plants. b. Organisms can **survive** best only in **habitats** in which their needs are met.	

Science GE DOK Alignment Chart **LIFE SCIENCE** **Grades 3-4** **GE 36-39**

DOK & NECAP Release Item Codes	GE Statement with Ceiling DOK	Science Concepts	Examples/Practice Items
Enduring Knowledge: Energy enters an ecosystem in the form of sunlight and flows through the system to each cell. Matter interacts, changes and recycles in an ecosystem. Populations of organisms survive by maintaining interdependent relationships with one another and by utilizing biotic and abiotic resources from the environment. (continued)			
DOK **2** **LS2(K-4)SAE-6** **LS1(K-4)INQ +** **POC-2**	**S3-4:36** **(DOK 2)** **Students demonstrate their understanding of Equilibrium in an Ecosystem by…** · Explaining how one organism depends upon another organism to **survive**.	Science Concept: a. Organisms interact with one another in various ways besides providing food (e.g., Many plants depend on animals for carrying their pollen to other plants for fertilizing their flowers).	
S3-4:37 Not assessed at this grade level			
Enduring Knowledge: All living things exhibit patterns of similarity in their structures, behaviors and biochemistry			
DOK **2** **LS1(K-4)INQ +** **POC-2**	**S3-4:38** **(DOK 2)** **Students demonstrate their understanding of Classification of Organisms by…** · Describing and sorting plants and animals into groups based on **structural** similarities and differences (e.g., All pine, spruce and evergreen trees have similar leaf **structures**; Spiders have eight legs, and insects have six).	Science Concept: a. The great variety of living things can be sorted into groups in many ways using various **characteristics** to decide which things belong to which group.	
DOK **2** **LS4(K-4)POC-9**	**S3-4:39** **(DOK 2)** **Students demonstrate their understanding of Evolution/Natural Selection by…** · Identifying differences in **characteristics** of a certain type of organism (e.g., dogs with long hair or short hair; **humans** with blue or brown eyes).	Science Concept: a. Organisms of the same kind differ in their individual **characteristics/traits** (e.g., Even though all dogs are of the same species, they can have very different **traits).**	